

### How do diversity and disability interact in your schools?

- What is your definition of disability?
- What is your definition of diversity?
- How are a student's individual identity and social identity expressed in school interactions?
- How are professional educator identities expressed in school
- What are the knowledge sets, skills, and dispositions necessary to support school climate and culture such that students and professional educators can negotiate diversity, disability, and identity successfully?

## Beginning the conversation

1. Who are the students we serve? How does society view our students?

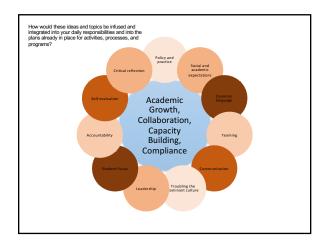
- School peopleCommunity people
- Professional caregivers
- Parents
- Acquaintances and friends
- 2. How do they begin their academic journey?
  - Pre-school experiences
     In-school experiences

  - Out-of-school experiences

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Beginning the Identification a	conversation: as a Deficit Naming Pro	ocess			
Biological implications	The organism is defective and pathological.		-		
Sociological implications Psychological-emotional implications	The background is deficient or dysfunctional  The behavior is aberrant and uncontrollable	The conversation about diversity, identity, privilege, and differential treatment begins with group discussions of student	-		
School/academic implications	The student starts out behind, which prompts low expectations from teachers and the educational system, which in turn prompts the student to fail, drop out, and/or disengage Stuck in low pay, minimum wage jobs or no job	discussions of student identity, social identity, and the intersectionalities that occur among the identities of disability, race, ethnicity, poverty, gender, and	-		
Economic implications	Stuck in low pay, minimum wage jobs or no job at all, which leads to public assistance/welfare	poverty, gender, and language status.	-		
			-		
			7		
Re-thinking O	ur Language		-		
• Diversity • Disability			-		
<ul><li>Poverty</li><li>Race/Ethnicity</li><li>Gender</li></ul>	<ul> <li>Reasonable Accom</li> <li>Individualized Educ</li> <li>Individualized Inst</li> </ul>	cation	-		
<ul><li>Language Status</li><li>Identity</li><li>Individual Identity</li></ul>	Individualized Ass     Individualized Cur     Personalized Educa	riculum ation	-		
<ul><li>Social Identity</li><li>Privilege</li><li>Discrimination</li></ul>	Academic Inclusion		-		
	Social Inclusion     Positionality		-		
			7	 	 
Re-thinking O	Re-thinking Our Language				
<ul><li>Deficit Thinking</li><li>Micro-aggression</li></ul>					
<ul><li>Marginalization</li><li>Color Blindness</li></ul>			_		
Interest Convergence	e		-		
			-		
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# The Intersectionalities of Multiple Identities

- Historical interconnection between disability and race/ethnicity, poverty, gender, and language status
- Over-representation of families from below the poverty level in special education
- $\bullet$  Over-representation of racial and ethnic minorities in special education
- Over-representation of males from racial and ethnic minorities in special education
- The conflation of disability and other identities has led to a discourse on low performing students.
- By whom are low performing students defined?
- An original intention of ESEA (1968) was to provide resources to ameliorate the effects of poverty on student performance, thereby lifting children and youth from racial and ethnic minority backgrounds out of poverty.



## Disability and Identity

#### Stella Young

I am not your inspiration, thank you very much.

https://www.ted.com/talks/stella young i m not your inspiration t hank you very much

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